

Наука 21 века: вопросы, гипотезы, ответы

Научный журнал

№ 1 (2013)

НАУКА 21 ВУКА: ВОПРОСЫ, ГИПОТЕЗЫ, ОТВЕТЫ

ISSN 2307-5902

Свидетельство о регистрации ПИ
№ ФС 77-52756 в Федеральной службе по
надзору в сфере массовых коммуникаций
8 февраля 2013 года.

Научный журнал
Издается с 2013 года

№ 1, 2013 г.

Сайт журнала www.journal.tagcnm.ru

УДК 37

FEATURE OF SUCCESSFUL EDUCATOR

PETROVA E.

Key words: Academic standards, characteristics, attitude, professional excellence, criteria, motivation.

If a doctor, a lawyer, or a dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, the lawyer, or the dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of the classroom teacher's job.

Integrants of quality kindergarten

The quality child institution is a conditional for successful pedagogic communication. In order to create that kind of school, the following conditions must be fulfilled:

- Quality and efficient educational staff.
- Academic standards of quality
- Physical standards of quality
- Pedagogical standards of quality
- Quality collaboration between the kindergarten and the environment

Quality educational staff

The notion *quality educational staff* is being analyzed according to the *formal, less formal* and *informal* criteria. The formal criteria are those that mean education and professionalism which can be proven by diploma, as well as certificates that verify finished professional specialization. As formal criteria are also considered the years of service and the practice experience, as well as the progress that is accomplished with the professional development or we should say the positive things that are gained during the work.

In *less formal* criteria are put those that are about the teaching qualities of the educator, his working style, team work, communication abilities and the readiness to learn. These are considered less formal because there is not a formal request that will verify it in front of relevant institutions and boards.

Informal criteria which are also the most essential and connected with the work's quality of the educator are those that are very difficult to measure, but can be recognized.

The children recognize them with their “sixth sense” and those kinds of educators are favorites of the students and the parents.

Academic standards of quality

In academic standards of quality we can mention the creation of quality interaction educator-student and student-student, usage of different sources for knowledge, studying how to study and know. Especially important is the ability to reduce and modify the teaching material and to direct the process of meta-cognition.

The interaction and the interactive learning are requisite for optimal development of the child and it promotes an active participation of all the individuals in the process of education.

Physic standards of quality

These are standards that are about the conditions in the classroom and the technical material, the curriculum, the books and the working materials, the availability of literature, technology etc.

Pedagogical standards of quality

The pedagogical standards of quality are about motivating the students to study, social promotion of the student, accomplishments and results, sense of belonging and safety of the children in the school, competencies for progress and aspirations for modernization. More important would be to make the children like studying, than to ask them only to learn the curriculum. One of the more modern standards is the obligation of the kindergarten to prepare the child for the aspirations of the 21st century, and do give it an opportunity to accomplish the competencies that are asked from him by the modern times.

In pedagogical standards are also the competencies of the teaching staff to have a function as a leader of a group, where it will enable equilibrium and consistency, and also will promote a consensus' accomplishment in the group, it will enable different forms of discussion and jointly making a decision. The criteria for integrative studying are achieved with this.

Quality collaboration between the kindergarten and the environment

A vital component in the process of teaching is also the environment. The kindergarten is an opened institution that has to affirm the student's social activity outside the kindergarten, by participating in various projects that will contribute to the development of new realizations and experiences. Beside this the quality kindergarten develops an efficient collaboration with the parents, who are involved into the functioning of the kindergarten by participation in various projects for completion of the contents (for example: visiting different profiles of the parents pursuant to the methodical unit), as well as a complete knowledge about the course of the education and the success of each child separately.

The teaching staff is the one that balances between the high aspirations of some parents and the real abilities of the student, while actively including them as volunteers and collaborators, which will help them to form a realistic picture of the academic values of the students.

Maybe the collaboration with ex-students, which can contribute for animate participation of the environment in the kindergarten, while they are sharing their feelings and create a sense of continuous success in the kindergarten as an institution, is not much included.

Table 1.

Criteria for classification of teacher's characteristics

(Suzić, 1995, p.76)	(Đorđević i Đorđević, 1988, p. 133)
The teacher as a person a)rational/intellectual characteristics b)affective/emotional characteristics c)biological/physical characteristics	Human qualities and characteristics of his identity

Attitude towards the student and the tuition	Behavior towards the students
Style and way of work	The teacher as an expert in his field
Values and their direction	Special characteristics
Social role-status	Participation outside the tuition, specialized groups, scientific organizations...
Physical qualities a) constitutional characteristics, b) clothes and looks, c) health.	Exterior looks, voice, attitude and so on.

The characteristics of a teacher which are stated above, largely determine the attitude of a student towards the type of work, how they will undergo it and in what measure will they pledge for greater success.

Choosing the profession of a teacher

There are several motives to choose this profession and young people choose it for different reasons. "The aim has a large role in the current theories in pedagogy and psychology." (Schutz, Crowder, and White, 2001, str. 299)

Table 2.

Altruism	A wish to help the society or to help the children
Former experience	Interested in the pedagogic work (volunteering activity in school)
Former educator as an idol	A type of teacher who has motivated the student for this profession
Personal characteristics	Believing to have an ability for this profession (for example: I am feeling good when I am surrounded by children)
Parents and teachers	Parents from this kind of branch boost the child to pick the same offshoot.
Love towards the children	A wish to work with children
Peer group	A friend or peer influences the decision of this call
Personal position	Good personal status in the society – good name
Interested in teaching subject	Interest in a particular science or discipline
Parenting	Believing that if he is a good pedagogue, he will be a successful parent

After a while it is certain that there will be modification and variation of the motives and with that a couple of most important motives will be distinguished, which will continue the formation of the personality of the teacher. The motive of self-assurance and social promotion will dominate with some, and others will keep the wish for progress of the expertise.

The motives stated above are about choosing a profession that will not always realize the person entirely and of course, it does not guarantee a professional success. In the further elaboration, the true qualities that define the successfully realized teacher are analyzed and researched.

Natural/inborn susceptibilities

Some observers believe that the qualities of this profession are inborn, or that the educator either has or doesn't have these susceptibilities. Each educator should ask himself if he possesses the natural characteristics needed in this profession.

Caring for the good of the children and their needs during studying.

A wish for developing a real connection with the children.

A warm and reasonable person, sensible to their dreams and hopes.

Enthusiastic and positive approach.

Readiness to do additional tasks with each student.

An excellent sense of humor.

15 key characteristics from the point of view of the attitude, the general behavior, and the mental tools, knowledge and social skills.

Enthusiasm – show enthusiasm. Your wish for teaching will certainly affect students' motivation. The enthusiasm outside the classroom creates a feeling for developing team work and it's contagious.

Expertise – keeping under control your expertise, gives an impression of confident and well prepared teacher, who will respond to all challenges that may appear in the classroom, and he will of course follow the rhythm of changes in that classroom.

Organization – an effective organization enables more time for studying. An effective way of organizing the daily actions during tuition like collecting written work, distribution of materials, giving tasks, examining the completed tasks etc.

Teach actively – the educator is completely involved and active during the lesson, by moving around the classroom, showing virility and activity.

Show positive attitude – according to Volter, a French philosopher, the most courageous decision at the beginning of the day is to decide to be in a good mood. Students need a role-model of positiveness, with positive tone that shows respect and care.

Accomplish a successful management of the lesson – put and conduct a constructive system from the first day. The discipline and the reasonable structure of the lesson are essential for keeping up the level of work and ordered school environment. Be consistent and avoid making rules that do not have an aim and are not implemented later, in order not to create a feeling of frivolity.

Instruction for rhythm and dosing – the planned contents must be according to the possibilities and the conditions. More is accomplished with working, than with listening, watching and waiting in line. Plan the time in order to cover all that was planned.

Maintain good communication between people – the education is work with people, and because of that the good relationships between the people are an imperative for a successful educator.

Communicate clearly – the effective teacher gives information clearly, succinctly, and he demonstrates and explains. The new information is presented with precision, while the lecture is explained, shaped and concluded. Very often the students do not know what are they studying and why they are studying it.

Ask effectively – asking questions is a powerful tool in the tuition, because it is the only thing that creates an environment for productive thinking. The questions must be always towards the whole class, you should not to name a student individually, but to avoid directly asked questions and to give an opportunity to each student to get involved, and with that the feeling of relaxation that may appear in the rest of the students would also be avoided.

Differentiation – one of the greatest challenges is to work with different profiles of students (style of studying, character, level of cognition). The teacher must know how to combine different audio, visual and manual techniques.

Make step by step a progress in the class – if there are continuous difficulties in working with a certain student, a frustration may appear and that can lead to problems with the deportment and loosing the motivation.

Keep high level expectations – in order to have good results, you should always put high level expectations. The successful teacher does not only accept participation, but he seeks it. The challenge is to seek much without being evil and dislikable.

Create a pleasant atmosphere – do not create an aura of fear during your class. A pleasant and entertaining classroom is always more effective and it stimulates more studying.

Be flexible – can you adapt the lectures that are planned with exact time, when an unplanned activity with not that good student comes up or some additional explaining?

The university professors, that should prepare the future teachers, have one formula for a successful teacher that will be successful if the words of the students are heard, observed and reflected. The formula contains the 12 ingredients that are put together with love and warmed up to perfection, and from that a caring teacher is made, who understands the importance of students and affects their success.

Justice – first on the list from the poll on students, the justice distinguishes as the most important characteristic. All that looks just even a tiny bit as favoring someone or something that looks as lack of justice, leaves deep traces.

A positive approach – using an important verbal tribute that will stimulate the students to actively participate into studying. Believing in the success of the students, as well as in your ability to give them an opportunity to accomplish it.

Readiness – the students can easily notice an unprepared teacher, and even the youngest can notice when a teacher is well prepared. The level of frustration in students increases when they have a teacher that does not know what he is talking about.

Personal thread – always the favorite teachers relate personally. The teachers who often smile, call students by their name, ask about feelings and opinions, accept the students as they are, talk about events from their life which are connected with the lecture, raise the interest and promote bonding with students.

Sense of humor – if the teacher is witty and has the ability to break the ice in difficult situations, he has an extremely valuable characteristic.

Creativity – many of the participants remember the unusual actions that teachers have done in order to motivate, with great contentment.

Prepared to admit the errors – unfortunately some teachers think that their authority will be decreased if they admit that they have been wrong and because of that they try to hide it. The students notice that and they are given a wrong impression of how to deal with their own errors.

Forgiveness – all those who are somehow involved in the process of education know that conflicts because of the characters often appear between the teacher and the student. Very often this is characterized as no chemistry. Whichever the cause of this is, the situation may result with deep frustrations for the student and end with a bad academic year. The students, who have been in conflict with the teacher, remember his personality for a long time as a negative one. Those who have resolved and have forgiven whatever was done were remembered as favorite, because they begin every day with settled intercourse.

Respect – it is a general thought that the teacher is the one that expects to be respected by the students, but it is also emphasized that the respected teachers are the ones that show most respect towards the students. The favorite teachers distinguish their selves by their discretion when giving marks/grades, also with discrete comments about the results of the students, private meetings after the class on which is talked about the bad behavior and not to publicly accuse students and tag them, and by avoiding any kind of a reaction that will cause shame to particular student.

High expectations – the teacher should put high standard of expectations, to put a limit that will attract the whole class and with that to create a success measure. The best ranked teachers are exactly those that encourage the students towards higher degree of knowledge. However the high expectations have to be in a correlation with the self – achievement and trust that they will be completed.

Compassion – the school is a place where the student should study and to be in a emotionally healthy environment. The reality in the classroom (and in any kind of a youth group) is filled with situations of cruelty and hurt feelings. That insensible, uncaring and deliberately virulent behavior can be easily removed, but of course the teacher is the one that should control the frequency. With a proper action in the distinguished cases of segregation and intolerance among students, the teacher should prove his unconditional compassion and to control the situation.

A sense of belonging – it may be the hardest, but absolutely necessary for a healthy school environment is to create a family atmosphere in which every individual will be able to find its place. There are a number of strategies for creating that sense of belonging equally in every individual (for example a school pet, awards for politeness and friendship, common photo albums etc.)

References

1. Susan Thompson, John G. Green, Bonnie B. Geer. *Highly Qualified for Successful Teaching: Characteristics Every Teacher Should Possess*
2. Stanley J. Zehm and Jeffrey A. Kottler. (1993). *On Being a Teacher, The Human Dimension: Attributes of a Great Teacher*. Corwin Press, Inc.
3. Alan Haskvit. (2005). *Top Eleven Traits of a Good Teacher*
4. Suzić, N. (2005). *Pedagogija za XXI vijek*, Banja Luka: TT-Centar
5. Amabile, T. M., and Hennessey, B. A. (1988). *The motivation for creativity in children*. In A. K. Boggiano and T. Pittman (Eds.), *Achievement and motivation: A social-developmental perspective*. New York: Cambridge University Press.
6. Knezevic-Florici, O. (2006) *Interaktivna Pedagogija*, Novi Sad
7. Suzić, N. (2004). *Futurologija obrazovanja*. U Zborniku: *Jugoslovenska pedagogija druge polovine 20. veka* (str. 125–143).
8. Bettencourt, E., Gillett, M., Gall, M., & Hull, R. (1983). *Effects of teacher enthusiasm training on student on-task behavior and achievement*. *American Educational Research Journal*, 20, 435-450.
9. Borich, G. (2000). *Effective Teaching Methods*, (4th ed). Upper Saddle River, NJ: Prentice-Hall, Inc.
10. Cruickshank, D. R., Jenkins, D. B., & Metcalf, K. K. (2003). *The act of teaching*. New York, NY: McGraw-Hill.
11. Gill, S. & Reynolds A. (1999). *Educational expectations and school achievement*
12. Rice, J. K. (2003). *Teacher quality: Understanding the effectiveness of teacher attributes*. Washington, D.C.: Economic Policy Institute.